DOCUMENT RESUME

ED 424 723 EF 005 102

TITLE	Exceptional Children Facilities Planner. Sample Plans, Accessibility Guidelines.
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE	1998-06-00
NOTE	52p.; Supplement to the North Carolina Public Schools Facilities Guidelines (ED 408 674). Cover title varies: Exceptional Children Facilities Planner. Instructional Services, Support Services, Sample Plans, Accessibility Guidelines.
AVAILABLE FROM	Web site: http://www.schoolclearinghouse.org
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Accessibility (for Disabled); Class Size; Classroom Furniture; *Disabilities; Educational Equipment; *Educational Facilities Planning; Elementary Secondary Education; *Facility Guidelines; Public Schools; Space Utilization; Teaching Methods
IDENTIFIERS	North Carolina

ABSTRACT

Educational facility designers have few challenges greater than planning facilities that support programs for exceptional children. These programs are intended to ensure that students with disabilities develop mentally, physically, emotionally, and vocationally to the fullest extent possible in the least restrictive educational environment. This publication is a resource that can assist design professionals to plan facilities that meet evolving needs of public schools in North Carolina. Its purpose is to provide descriptions of exceptional children's programs (K through high school) and the facilities that can support them. Facility planning guidelines for instructional services are provided in the following areas: autism; behaviorally-emotionally disabled; deaf-blind, multihandicapped, and severely/profoundly handicapped; hearing impaired; mentally disabled; specific learning disabled; speech-language impaired; and visually impaired. Each area provides a program description followed by guidelines on space requirements, and furnishings and equipment. Support services such as adapted physical education, occupational therapy, physical therapy, and school psychological services are similarly detailed. Appendixes list the classifications of exceptionality, adapted services, accessibility guidelines, sample floor plans for self-contained exceptional children facilities, and guidelines for seclusion or isolation time-out areas. (Contains 10 references.) (GR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 424 723

instructional services
support services

Exceptional Children Facilities Planner

sample plans
accessibility guidelines

EF 005 102

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
E. Brumback
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Published June 1998

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Division of School Support • School Planning
301 North Wilmington Street Raleigh, NC 27601-2825
http://www.dpi.state.nc.us/clearinghouse

BEST COPY AVAILABLE

EXCEPTIONAL CHILDREN FACILITIES PLANNER

FOREWORD

Programs for exceptional children comprise a unique but integral component of the *North Carolina Standard Course of Study* for kindergarten through grade twelve. Similarly, facilities that effectively support instruction for exceptional children must interrelate with the overall school design, while addressing the peculiar requirements of identified students.

The accelerating pace of technological change, that has characterized the emergence of the Information Age, dictates flexibility and innovation in the design of instructional programs and the facilities within which they will be implemented. Some schools designed and constructed during the past two decades may already be dated, in terms of maximizing their educational potential. Public school facilities that provide requisite flexibility while maintaining long-term economy and useability are essential to achieving progressive educational agendas.

This publication describes programs and facilities for exceptional children and is a supplement to the *North Carolina Public Schools Facilities Guidelines*. It is a resource that can assist design professionals to plan facilities that meet evolving needs of public schools in North Carolina. We hope you find it useful.

Phillip J. Kirk, Jr., Chair
State Board of Education

Michael E. Ward, State Superintendent
North Carolina Department of Public Instruction

ACKNOWLEDGMENTS

The Department of Public Instruction gratefully acknowledges the contributions of the following individuals, without which the development of this publication would have been difficult.

Roger Ballard, AIA, Architect, School Planning, NCDPI

Barbara Carruthers, Consultant, Exceptional Children, NCDPI

Martha Downing, Consultant, Exceptional Children, NCDPI

David Edwards, Ed.D., Consultant, School Planning, NCDPI

Vanessa Jeter, Chief, Information Services and Publications Production, NCDPI

Chris Jones, Consultant, Exceptional Children, NCDPI

Joseph Knight, Consultant, Exceptional Children, NCDPI

Jerry Knott, AIA, Section Chief, School Planning, NCDPI

Freda Lee, Consultant, Exceptional Children, NCDPI

Dianne Lindsey, Consultant, Exceptional Children, NCDPI

David Mills, Chief Consultant, Areas of Exceptionality, Exceptional Children, NCDPI

Jim Rich, Consultant, Exceptional Children, NCDPI

Jane Rourk, Consultant, Exceptional Children, NCDPI

Wanda Williams, Consultant, Exceptional Children, NCDPI

TABLE OF CONTENTS

Foreword....iii

Acknowledgments....v

Introduction....1

Background and Overview....1

Programs for Exceptional Children....1

Least Restrictive Environments....2

Grade-level Programs....2

Using the Facilities Planner....3

Instructional Services....5

Autism....5

Behaviorally-Emotionally Disabled....7

Deaf-Blind; Multihandicapped; Severely/Profoundly Handicapped....9

Hearing Impaired....13

Mentally Disabled....15

Specific Learning Disabled....19

Speech-Language Impaired....21

Visually Impaired....23

Support Services....25

Adapted Physical Education....25

Occupational Therapy....27

Physical Therapy....29

School Psychological Services....31

Services Not Facility-Specific....33

Appendix....35

Classifications of Exceptionality....37

Adapted Services....39

Accessibility Guidelines....41

Sample Plans....45

Seclusion or Isolation Time-out....49

Useful Resources....51

INTRODUCTION

BACKGROUND AND OVERVIEW

Few components of the instructional program provide greater challenge to the facilities designer than does the program for exceptional children. Inclusionary by philosophy and design, such programs must nevertheless make provision for the student who cannot succeed in even a modified traditional environment.

Where the exception is frequently the rule with regard to facility requirements; where target clients may vary by category of need from one academic term to another; where unique student populations and programs are subject to relocation among facilities and campuses; and where pertinent regulations and guidelines are subject to review and revision on an ongoing basis; the designer is challenged to provide flexibility that can productively accommodate variety in facility requirements, as dictated by program design and student exceptionality.

The most effective facility design will reflect a marriage of sound program planning by school system personnel and knowledgeable, inventive application of design principles by the design professional, and will embody flexibility sufficient to sustain current and emerging approaches to educating the exceptional student in the school setting. These guidelines are intended to enhance that endeavor.

PROGRAMS FOR EXCEPTIONAL CHILDREN

Programs for exceptional children include those intended to ensure that students with disabilities develop mentally, physically, emotionally, and vocationally to the fullest extent possible through appropriate, individualized education in the least restrictive environment. These students include those who, because of permanent or temporary mental, physical, or emotional disabilities, are unable to have all of their educational needs met in a regular class without special education or related services.

Exceptional students include those identified under one or more of the following classifications: autistic, hearing impaired (deaf or hard of hearing), mentally disabled (educable, trainable, or severely/profoundly), multi-handicapped, orthopedically impaired, other health impaired, behaviorally-emotionally disabled, specific learning disabled, speech-language impaired, traumatic brain injured, visually impaired (blind or partially sighted), or deaf-blind. More detailed descriptions of these classifications of exceptionality may be found in the Appendix.

LEAST RESTRICTIVE ENVIRONMENTS

To the maximum extent possible, students with disabilities are to be educated with students who are not disabled. Additionally, each student with a disability is to participate with students who are not disabled in non-academic and extracurricular activities and services, to the maximum extent appropriate to the needs of the student and to include meals, recess periods, counseling services, recreation, special interest groups, or clubs sponsored by the school. When general education classrooms do not prove satisfactory in meeting the needs of students with disabilities, consultant or supportive services, remedial or advanced instruction, and/or special instructional materials should be provided before consideration is given to removing them from the general classroom.

Curricula for most exceptional students follow curricula for students in general education. Although course requirements are the same for exceptional students as for other students, instruction must be tailored to meet each student's individual needs. Emphasis should be given to instruction in English language arts, arts education, social studies, healthful living, mathematics, physical education, science, and career and workforce development education, as indicated by the needs of the individual student. Attention should focus upon cognitive, affective, motor, and vocational development skills within the curricular areas. It is understood that literary, numerary and technology skills should be addressed in instructional planning for all students with disabilities.

GRADE-LEVEL PROGRAMS

Of the identified components of a program for exceptional students, the provision of instruction and related services is of greatest interest to the facilities designer. Instruction is based upon the curricular needs (academic, affective, motor, and vocational) of the individual student, and may vary from student to student. Appropriate related services should be made available to exceptional students so their needs can be met. Most students with disabilities are identified by grade level; however, grade-level recognition may have little meaning for some. This is especially true of students with more severe disabling conditions--particularly those with cognitive defects. For those students with disabling conditions for whom grade-level recognition may be significant, the following curricular descriptions are appropriate.

GRADES K-3: The curriculum for students with a disability, in general, should revolve around mental and physical health; social experiences; reading activities; visual and auditory discrimination; language; speech; quantitative concepts; motor skills; and familiarity with the uses for common materials and how to use them. These skills and concepts are not taught in isolation, but rather as activity-oriented units. Meaning is associated with their development, a need for them is present, and an opportunity to apply them is at hand.

GRADES 4-6: The curriculum is developed around two major areas of emphasis--improvement, in general, of living skills and development of proficiency in the understanding and use of academic skills. These areas are taught as integrated activities, rather than separate from each other.

GRADES 7-8: The curriculum offers a consolidation of social and academic skills learned at previous levels. Greater and more varied application of academic and prevocational skills and social experiences is provided. The student is taught about employment and employment requirements.

GRADES 9-12: The curriculum draws upon all that has been learned, thus far. It emphasizes providing experiences in developing concepts and attitudes for wholesome, contributing community membership. Extensive attention is given the transition from school to adult life, with emphasis on careers and employment.

USING THE FACILITIES PLANNER

This publication is intended to be a reference document for designers of school facilities. Its purpose is to provide descriptions of exceptional children programs and the facilities that can support them. It is neither comprehensive nor all-inclusive, but provides an initial understanding of the nature and purposes of instructional programs around which facility designs evolve. The guidelines in no way supersede state or local codes or regulations; federal or state legislation regarding building design and construction, access, or safety; or other pertinent issues.

No attempt is made herein to interpret legislation or guidelines (such as the Americans with Disabilities Act [ADA] Accessibility Guidelines) which regulate the provision of access for special populations, as they relate to the design of school facilities. Enumeration and interpretation of any such standards fall wholly within the purview of the regulating agency. An example of an accessibility compliance checklist may be found in the Appendix.

Sample floor plans in this publication supplement and clarify printed descriptions and are not intended for direct replication within facility designs. As a design takes shape, it is likely that additional, more detailed information will be needed about the purposes, programs, and services that will function within the facility. Several publications that should prove useful are listed in the Appendix. In addition, staff consultants within the Exceptional Children Division of the North Carolina Department of Public Instruction are available to discuss areas of interest or concern and may be contacted by phone at (919)715-1566.

INSTRUCTIONAL SERVICES

AUTISM

PROGRAM DESCRIPTION:

Grade Levels: K-5 (Elementary); 6-12 (Middle/Secondary)

Purpose: To provide supplemental support and services that can enable the student with autism to achieve full educational potential.

Suggested Methods of Instruction: Individual, small-group, and independent learning; demonstration; computer-assisted instruction.

Typical Activities: Laboratory activities; hands-on individual and group activities; simulated work setting activities; learning center activities; computer learning activities.

Maximum Recommended Class Size: Six students with one teacher and one assistant

SPACE REQUIREMENTS:

Relationships: To facilitate inclusion of the student with autism in the regular school program, the classroom for autistic students should be centrally located within the school, with easy access to support areas such as the media center, cafeteria, computer lab, multipurpose room or gymnasium, toilet, and health room.

Square Footages: K-5 classroom: 1,400 - 1,600 (Additional 125 - 200 for office and storage)

6-12 classroom: 1,600 - 1,800 (Additional 125 - 200 for office and storage)

FURNISHINGS AND EQUIPMENT:

1. Typical furniture:
   A. Age-appropriate individual and group student tables with stacking chairs
   B. Heavy-duty work tables (benches) for vocational training activities
   C. Computer stations
   D. Storage units ("cubbies" or plastic storage bins on shelves) for student materials
   E. Low portable bookcases and low built-in bookshelves

3. Typical equipment:
   A. Networked computers (4-6)
   B. Printers (one per three computers)
   C. Wall-mounted T.V. monitor with built-in VCR
   D. Dry marker and tack boards
   E. Telephone
   E. Clock
   F. File cabinets (lockable) (4)
   G. Individual work carrels

SPECIAL NOTES:

1. Toilets (handicapped accessible) with showers and contiguous to the classroom should be provided. Doors should swing outward.
2. Handicapped accessible countertop with sink (hot and cold water) should be provided.
3. A family skills training area contiguous to the classroom should contain a washer, dryer, range with oven, microwave oven, refrigerator-freezer with icemaker, dishwasher, handicapped-accessible sink with hot and cold supply, and kitchen-type cabinetry and countertop.
4. Sinks and lavatories should have lever-type handles.
5. Laundry, family skills, and toilet areas should have resilient tile floor covering; other areas should use short, tight-loop carpet.
6. Storage units, partition walls, and bookcases should be portable to facilitate the creation and reconfiguration of learning centers and specific activity areas.
7. Computer stations should be networked to the LAN and WAN and to the Internet.
8. Electrical receptacles should be located at six feet on center on perimeter walls and may be required at strategic locations in the floor to accommodate assistive technology.
9. A two-way intercom system with administrative and security offices should be provided.
10. A fenced playground off the K-5 classroom(s) should be provided.
11. Outside storage should be provided for portable playground equipment and toys.
12. A covered outside play area oriented to capture the winter sun should be provided.
13. A greenhouse (6-12) should be considered.
14. Acoustic isolation is required.
15. Classroom windows should not front areas that pose potential distractions from outside windows.
16. Floor treatments may be used to define specific areas of the room, with flush transitions between spaces and flooring materials.
17. Wall surfaces should be sturdy and easily cleaned. Rough-texture surfaces (such as unfinished concrete blocks) or those vulnerable to easy penetration (such as sheetrock) should be avoided.
18. Avoid sharp corners on walls, furniture, and cabinetwork.
19. Electronic ballasts should be used on fluorescent fixtures.

BEHAVIORALLY-EMOTIONALLY DISABLED

PROGRAM DESCRIPTION:

Grade Levels: Pre-K - Grade 12

Purpose: To develop knowledge and skills in the various academic areas of a comprehensive school curriculum and the behavioral/personal adjustment competencies necessary to enhance educational benefits.

Suggested Methods of Instruction: Lecture; demonstration; individual work; small-group work.

Typical Activities: Hands-on individual and group activities of a self-directed, exploratory nature and which require multi-media technology and learning centers/labs; group cooperative learning; group demonstrations; independent drill and practice.

Maximum Recommended Class Size: 8 students, with teacher assistant

SPACE REQUIREMENTS:

Relationships: Proximity to administrative offices to facilitate quick access.

Square Footages: Same as for regular classrooms.

FURNISHINGS AND EQUIPMENT:

1. Demountable acoustic panels should be provided to serve as acoustic separators.
2. Telephone and two-way intercom to administrative and security offices are required.
3. 100-200 square feet of dry marker and tack surfaces should be provided.
4. Upholstered or soft chairs should be made available for the reading area.
5. Two 48" x 72" tables, each with four stacking chairs, should be provided.
6. Eight student desks should be provided.
7. A ten-foot-long countertop with sink and hot and cold water supply should be provided.
8. A wall-mounted T.V. monitor and a ceiling-mounted A.V. screen should be provided.
9. A minimum of 100 lineal feet of adjustable shelving should be provided.
10. Locked storage should be provided for instructional materials and equipment.

SPECIAL NOTES:

1. Floor treatments may be used to define specific areas of the room, with flush transition between spaces and flooring materials.

2. Acoustic isolation is required.
3. Classroom windows should not front areas that pose potential distractions from outside activities.
4. Wall surfaces should be sturdy and easily cleaned. Rough-texture surfaces (such as unfinished concrete blocks) or those vulnerable to easy penetration (such as sheetrock) should be avoided.
5. Metal casings, doors, and jambs are recommended.
6. Suspended ceilings of acoustic tiles should be avoided.
7. Electrical receptacles should be placed at 6'-0" on center on perimeter walls. Power accessibility in open floor areas via recessed boxes may be required for assistive technology.
8. If a separate seclusion time-out area is to be used, it should meet the recommendations set forth in the appendix of this publication.
9. Avoid sharp corners on walls, furniture, and cabinetwork.

DEAF-BLIND; MULTIHANDICAPPED; SEVERELY/PROFOUNDLY HANDICAPPED

PROGRAM DESCRIPTION:

Grade Levels: Pre-school - Grade 12 (birth - age 21)

Purpose: To ensure that the student's potential to become a contributing member of society is maximized by making the child as independent as possible and by fostering acceptance by the child's living and working groups. Instruction occurs in the least restrictive environment that can support the attainment of communication, self-help, motor, vocational, basic academic, and social/emotional/behavioral skills.

Suggested Methods of Instruction: Because students with severe disabilities do not represent a uniform profile, a very individualized approach must be applied to each. Instruction should take place in the least restrictive environment, up to and including self-contained class settings. Instructional tasks must be analyzed for relationships to previous and future tasks; broken down into understandable and achievable components; presented through modalities (e.g. visually, auditorially, or kinesthetically) that assure or maximize the student's receptive understanding and provide a means of expressing mastery; and should utilize materials that are functionally natural and stimulating.

Typical Activities: Vary widely; highly individualized.

Maximum Recommended Class Size: Ranges from inclusion in standard class settings to self-contained ratio of one teacher and one teacher assistant per six students.

SPACE REQUIREMENTS:

Relationships: Inclusion (in regular class settings) should be encouraged by the design and assignment of learning areas. Stereotypical designations of exceptional student wings or hallways should be avoided.

Square Footages: Numerous accommodations are required by the special needs (such as space for wheelchairs or portable communication devices) of these students. Ample space should be provided to allow ease of access around the classroom and throughout the school. Adherence to ADA requirements is mandatory.

FURNISHINGS AND EQUIPMENT:

1. Modular wall storage units, with hooks at varying heights for hanging garments, should be provided near the primary entrance to the room. Shelves should be provided for

2. Storage for larger items, such as mats and bolsters, should be provided.
3. Storage units should be designed to enhance maximum independence for the student in obtaining instructional materials, tote trays, etc.
4. Locked storage should be provided for medications and first aid supplies, cleaning agents, and instructional materials.
5. Where practical, movable storage units should be selected that can facilitate maximum flexibility in establishing centers, grouping students, etc.
6. A dry marker surface should be provided which extends from floor level to five feet in height.
7. Furniture should accommodate students of varying sizes and disabling conditions.

SPECIAL NOTES: The following represent some modifications that should be considered in educational facilities for children with severe disabilities.

1. Outdoor considerations:
   A. Wheelchair-height water fountain (if outside fountain is used)
   B. Perimeter fencing
   C. Resilient matting around playground equipment which facilitates ease of manipulation of wheelchairs and provides safety
   D. Covered/shaded areas
   E. Adaptive playground equipment
   F. Ramps or grades to accommodate wheelchair use
   G. Textured markers or pathways to alert the visually impaired student to different areas or terrain

2. Doors and hallways:
   A. Doors should have a continuous, smooth kick plate on the push side at least ten inches high to allow pushing open with wheelchair bumpers.
   B. Lever-type handles should be used that can be operated by a single, non-precise movement not requiring gripping or twisting; and that can be operated by persons with little or no use of the hands, with no hands, or whose hands are full.
   C. Smooth, hard, slip-resistant floor surfaces at a single level are best. Abrupt changes in level of more than one-half inch should be avoided or ramped.
   D. If carpeting is used in hallways, short, tight-loop carpet, glued down, should be used.
   E. Interior ramps should have slip-resistant surfaces. Handrails are recommended.
   F. Handrails should be provided on both sides of stairs.
   G. Doors should have vision panels to enable the hearing-impaired student to be aware that there is someone on the other side and to avoid collisions.
   H. Tactile indicators should be placed on floors or walls at stairs to alert the visually-impaired student.

3. Toilets

A. Toilets should be in proximity to classrooms.

B. Toilets should be large enough to accommodate both a student and an adult simultaneously. Doors should swing outward.

C. Lavatories should have hot and cold water.

D. Faucets should have lever-type handles.

E. A disinfectant container should be provided for soiled diapers. A private changing area should be provided.

F. Privacy screens should be provided where toilet training chairs are used.

G. Toilet seats should accommodate students of different sizes.

H. Magnetic catches should be used on stall doors.

4. Classrooms:

A. A quiet area for a variety of activities should be provided in some part of the classroom.

B. A zoned lighting system should be provided that can permit a portion of the room to remain darkened while other portions are lighted.

C. Telephones and two-way intercoms to administrative and security offices should be provided.

D. Shatter-resistant glazing products should be used where there is potential for unruly behavior.

E. Colors should be used that will enhance specific desired behaviors--blues or cool tones for quiet areas; yellows or neutral tones for instructional areas; and red hues or warm tones for physical development activities.

F. Room design should allow for ease of movement by students with walkers or in wheelchairs, should ensure safe movement, and should encourage independence.

G. Small-group activity areas should be as acoustically isolated as possible to keep auditory interference to a minimum.

H. The creation of blind spots in which the student can be out of view of an adult should be avoided.

I. Protrusions within circulation patterns should be avoided.

J. Carpeting may be used in designated areas of the room to enhance the activities conducted there. As an example, a sensory stimulation area might use a plush carpet--lighter in color and softer textured.

K. Carpet construction should not be continuous filament.

L. Avoid sharp corners on walls, furniture, and cabinetwork.

HEARING IMPAIRED

PROGRAM DESCRIPTION:

Grade Levels: K - 12

Purpose: To accommodate the student with hearing loss in the general classroom setting.

Suggested Methods of Instruction: Interpreters and transliterators are often required in order for the hearing-impaired student to access instructional content. There should be adequate space for these support personnel at the front of the room, and a small spotlight which can be used when the room is darkened.

Typical Activities: Same as general education.

Maximum Recommended Class Size: Same as general education, but numbers should be limited where possible to control excessive room noise.

SPACE REQUIREMENTS:

Relationships: Where possible, room noise should be decreased to 35 decibels and reverberation time to 0.3 second. The following strategies may contribute to the achievement of these goals.

1. Throughout the building:
   - A. Locate corridor doors in staggered layout or place in pockets.
   - B. Use staggered-stud construction in partition walls and insulate stud walls between classrooms.
   - C. Make partitions continuous from floor to structural deck.
   - D. Reduce noise generated by mechanical systems.
   - E. Locate windows where major outside noise does not strikes the building.
   - F. Use double-pane glazing.
   - G. Locate large-volume spaces, such as media centers and administration, between classrooms and external sound sources such as playgrounds, vehicular traffic, and noisy classes.

2. Within the classroom:
   - A. Carpeting
   - B. Acoustic ceiling material
   - C. Draperies or curtains, as permitted by code
   - D. Acoustic wall treatment
   - E. Avoidance of metal furniture

Square Footages: Same as general education. Also see Suggested Methods of Instruction above.

FURNISHINGS AND EQUIPMENT: Sound field amplification system installed in ceiling.

SPECIAL NOTES: None

MENTALLY DISABLED

PROGRAM DESCRIPTION:

Grade Levels: K - 5 (Elementary); 6 - 12 (Middle/Secondary)

Purpose: To provide supplemental support and services that can enable the student with mental handicaps to achieve full educational potential.

Suggested Methods of Instruction: Independent and small-group instruction; demonstration; lecture; computer assisted instruction.

Typical Activities: Laboratory activities; hands-on individual and group activities; simulated work setting activities; learning center activities; computer learning activities.

Maximum Recommended Class Size: 12

SPACE REQUIREMENTS:

Relationships: To facilitate inclusion of the student with disabilities in the regular school program, the classroom for mentally handicapped students should be centrally located within the school, with easy access to support areas such as the media center, cafeteria, computer lab, multipurpose room or gymnasium, toilet; and health room.

Square Footages: K - 5 classroom: 1,200 - 1,400 square feet (Additional 125 - 200 square feet for office and storage). Additional space may be required for larger classes.
6 - 12 classroom: 1,400 - 1,600 square feet (Additional 125 - 200 square feet for office and storage) Additional space may be required for larger classes.

FURNISHINGS AND EQUIPMENT:

1. Typical furniture:
   - A. Age-appropriate individual student tables and chairs
   - B. Student work tables with stacking chairs
   - C. Heavy-duty work tables (benches) for vocational training activities
   - D. Computer stations
   - E. Storage units ("cubbies" or plastic storage bins on shelves) for student materials
   - F. Low portable bookcases and low built-in bookshelves

2. Typical casework:
   1. Countertops for computer stations and for student work

2. Lockable storage units
3. Barrier-free student work stations
4. Storage for cots or mats (K-5)

3. Typical equipment
    1. Networked computers (4-6)
    2. Printers (one per three computers)
    3. Wall-mounted T.V. monitor with built-in VCR
    4. Dry marker and tack boards
    5. Telephone
    6. Clock
    7. File cabinets (lockable) (4)
    8. Cot or mat for each K-5 student

SPECIAL NOTES:

1. Toilets (handicapped-accessible) with showers and contiguous to the classroom should be provided. Doors should swing outward.
2. Handicapped-accessible countertop with sink (hot and cold water) should be provided.
3. A family skills training area contiguous to the classroom should contain a washer, dryer, range with oven, microwave oven, refrigerator-freezer with icemaker, dishwasher, handicapped accessible sink with hot and cold supply, and kitchen-type cabinetry and countertop. The owner may opt to incorporate the family skills training area into the classroom proper at the middle or high school level.
4. Sinks and lavatories should have lever-type handles.
5. Laundry, family skills and toilet areas should have resilient tile floor covering; other areas should use short, tight-loop carpet.
6. A flexible lighting system should provide for the separate lighting of different areas of the classroom.
7. K - 5 classrooms should have direct exterior access.
8. Storage units, partition walls, and bookcases should be portable to facilitate the creation and reconfiguration of learning centers and specific activity areas.
9. Computer stations should be networked to the LAN and WAN and to the Internet, where desirable.
10. Electrical receptacles should be located at six feet on center on perimeter walls. Power accessibility in open floor areas via recessed boxes may be required for assistive technology.
11. A two-way intercom system with administrative and security offices should be provided.
12. A fenced playground off the K - 5 classroom(s) should be provided.
13. Outside storage should be provided for portable playground equipment and toys.
14. A covered outside play area oriented to capture the winter sun should be provided.
15. A window box (K - 5) should be considered.
16. A greenhouse (6 - 12) should be considered.

17. An emergency kill switch should be provided in all instructional settings in which kitchen equipment is used.
18. Avoid sharp corners on walls, furniture, and cabinetwork.

SPECIFIC LEARNING DISABLED

PROGRAM DESCRIPTION: SELF-CONTAINED PROGRAM : Small-group instruction (10 - 12 students with one teacher and, sometimes, one teacher assistant) in a dedicated classroom.

Grade Levels: K - 12

Purpose: To deliver intensive individualized and small-group instruction to multi-aged students.

Suggested Methods of Instruction: Multi-sensory and direct instruction.

Typical Activities: Individual and group learning activities in learning center, workstation, and whole-group settings.

Maximum Recommended Class Size: 12

SPACE REQUIREMENTS:

Relationships: No unique needs

Square Footages: Same as general education classroom

FURNISHINGS AND EQUIPMENT:

1. Multi-aged student population requires student tables and chairs of varying sizes.
2. Cabinetwork similar to early childhood programs is appropriate.
3. Lockable storage for instructional equipment, such as laptop computers, calculators, and tape recorder/players, should be provided.

SPECIAL NOTES:

1. Electrical receptacles should be provided at six feet on center on perimeter walls. Power accessibility in open floor areas via recessed boxes may be required for assistive technology.
2. Multisensory activities require a lighted countertop with sink (hot and cold supply).
3. No electrical receptacle should be located in proximity to the sink.

PROGRAM DESCRIPTION: RESOURCE/INCLUSIVE PROGRAM: Small-group (8 - 10 students) direct instruction in general education classes at all grade levels.

Grade Levels: K - 12

Purpose: To provide supportive instruction to enhance student success in the regular classroom setting.

Suggested Methods of Instruction: Co-teaching in the general classroom setting; direct instruction; multisensory instruction.

Typical Activities: Individual and group activities; discussion.

Maximum Recommended Class Size: 5 students in general classroom setting; 10 students for small-group instruction

SPACE REQUIREMENTS:

Relationships:

1. Resource rooms should be contiguous to other classrooms served.
2. In elementary schools, resource rooms should be central to classrooms for grades 2 - 5.
3. Secondary school resource rooms should be central to language arts and mathematics classrooms.

Square Footages: Resource rooms should be approximately half the size of standard classrooms.

FURNISHINGS AND EQUIPMENT:

1. Group tables with stacking chairs
2. Dry marker and tack boards
3. Wall-mounted T.V. monitor with VCR
4. Teacher desk with file cabinets
5. Telephone and two-way intercom to the administrative and security areas
6. Lockable storage for equipment and supplies

SPECIAL NOTES:

1. An adequately lighted countertop with sink (hot and cold supply) should be provided.
2. Electrical receptacles should be provided on perimeter walls.

SPEECH-LANGUAGE IMPAIRED

PROGRAM DESCRIPTION:

Grade Levels: Pre-K - 12

Purpose: To provide appropriate educational-clinical services to the student with speech-language disorders.

Suggested Services: Identification, assessment, and diagnosis of the student through screening and evaluation; habilitation of speech-language disorders in the general education classroom, small-groups, and one-on-one settings; referral to medical, audiological, or other professionals; provision of counseling and guidance to students, parents, and teachers; and delivery of collaborative intervention services with teachers and/or with other professionals

SPACE REQUIREMENTS:

Relationships: Speech-language pathology services can often be provided in an inclusionary (general education classroom) setting. In all schools, however, a special room should be dedicated to speech-language pathology (where a full-time pathologist is assigned to the school) or to special services and shared by two or more itinerant professionals and used at separate times. In larger schools, a central suite with shared waiting area might house various service providers, such as health, counseling, audiological, and psychological services, and occupational and physical therapy.

Square Footages: 200-300, for up to six students

FURNISHINGS AND EQUIPMENT:

1. Bookcase
2. Open shelves (4)
3. Two round tables with four chairs each (One full-size and one child-size)
4. 5'x7' dry marker board and 5'x7' tack board
5. 3'x5' mirror mounted at student work surface height

SPECIAL NOTES: None

VISUALLY IMPAIRED

PROGRAM DESCRIPTION:

Grade Levels: Pre-K - 12

Purpose: To accommodate the student with visual impairment in the regular classroom setting.

Maximum Recommended Class Size: Same as for any class.

SPACE REQUIREMENTS:

Square Footages: Same as for any classroom.

FURNISHINGS AND EQUIPMENT:

1. One to two workstations at least 24" deep and 48" long to accommodate specialized equipment used by visually-impaired students should be provided. Specialized equipment might include closed-caption television, computer, Braille printer, Braille writer, Braille-N-Speak, etc.
2. Contrasting colors for floors, walls, door casings, etc. enable the visually-impaired student to discern door openings, travel routes, etc.
3. Colored stair tread nosings can help the visually-impaired student to navigate steps and enhance depth perception.
4. Directional and informational signs not required by code should employ large lettering with good contrast.

SPECIAL NOTES:

1. Lighting should be adjustable to enable certain sections of the room to be lighted while others are darkened.
2. Glare should be eliminated (e.g. by special dry marker board surfacing) or controllable (e.g. by blinds, shades, indirect lighting, and window location.).
3. Electrical wiring should be adequate to support the various versions of assistive instructional technology for visually-impaired students.
4. Avoid sharp corners on walls, furniture, and cabinetwork.

SUPPORT SERVICES

ADAPTED PHYSICAL EDUCATION

PROGRAM DESCRIPTION:

Grade Levels: Same as general physical education.

Purpose: To provide modified activities and instructional services that can enable the student with disabilities and special physical education needs opportunities to develop fitness and recreational skills related to those disabilities and needs that will benefit the student for life.

Suggested Methods of Instruction: Most students with disabilities will be served in general physical education classes. Alternative methods of instruction, where needed, are designed student-by-student and will reflect the individualized education program of the student.

Typical Activities: In general, activities will be the same for general and special education populations. Gross motor movement activities use manipulative equipment, such as balls, implements for striking, and large, semi-permanent apparatus such as basketball goals, gymnastics equipment, and volleyball nets.

Maximum Recommended Class Size: Most children are taught in a regular-size class. Provisions are made to accommodate the student who requires separate instruction through the use of movable partitions in large spaces or in spaces removed from the general instructional setting.

SPACE REQUIREMENTS:

Relationships: Teaching stations for adaptive physical education vary in setting and may include, as examples, the gymnasium, multipurpose room, pool, playground, athletic field and track; weight room, dance room, and general classroom. Consideration should be given to the placement of such stations to reduce or eliminate undue travel burden to the student with disabilities.

Square Footages: Same as for general physical education classes, with adequate additional space to accommodative adapted equipment and activities and to meet access guidelines.

SPECIAL NOTES:

1. Typical furniture includes bolster/corner chairs, air flow bags (large, air "mattresses" that students can bounce and exercise on), and ball baths (large "tanks" of plastic balls in which students can simulate aquatic exercises).
2. Toilets should be wheelchair accessible, with available shower and changing areas. Toilet doors should swing outward.
3. Secure storage for specialized equipment is needed.
4. Ceiling structure in auxiliary teaching stations should support the weight of a student and any special equipment.
5. Avoid sharp corners on walls, furniture, and cabinetwork.
6. Provide adequate storage for non-mounted apparatus.

OCCUPATIONAL THERAPY

PROGRAM DESCRIPTION:

Grade Levels: Ages 3 - 21

Purpose: To provide related services to eligible students, ages three through twenty-one, as needed to benefit from special education.

Suggested Methods of Instruction: Instruction is client-centered, assessment-based, and individualized to meet the needs of the student with disabilities. Strategies may include direct services, integration of therapeutic activities into classroom programs for developing and practicing needed skills, teacher consultation, and curriculum and environment adaptation. Strategies should be implemented in an inclusive environment where possible, but may be provided in a setting outside the classroom.

Typical Activities: Focus on improving the student's functioning within the school setting on daily living activities, such as toileting, dressing, feeding/eating, and mobility; play and leisure activities; and school/work strategies, such as attention span, social/interpersonal skills, organizing materials, handwriting, pre-vocational/transition skills, and use of assistive technology.

Maximum Recommended Class Size: Usually on a one-to-one basis. Average caseload ranges from 15 - 45.

SPACE REQUIREMENTS:

Relationships:

Within the classroom: When occupational therapy services are provided within the regular classroom, additional space should be provided to accommodate wheelchairs, adaptive equipment, and assistive technology. Additional storage space should be provided for mats, balls, toys, etc.

Outside the classroom: A separate room should be available to facilitate the provision of physical therapy services outside the regular classroom. It should be of adequate size to provide comfort and safety for floor activities and to accommodate wheelchairs and equipment such as mats, tables, computers, prone standers, prone boards, scooter boards, and large barrels. The ceiling structure should be designed to support suspended equipment, such as swings, hoists, and hammocks. Indirect lighting is recommended.

Within the school: It is desirable to have office, work, and planning space in proximity to that of the physical therapist, speech pathologist, adapted physical education teacher, and other professional staff on the intervention team. Occupational therapy staff should have convenient access to other instructional kitchen facilities for training related to cooking and eating and to workforce development laboratories for pre-vocational training.

Square Footages: Room for out-of-classroom activities: minimum of 350.

FURNISHINGS AND EQUIPMENT: Varies according to the ages and assessed ability levels of students and the intervention strategies to be employed by physical therapy staff. Some typical examples are:

1. Large therapy balls (5'-0" diameter)
2. Scooter boards
3. Rope ladder
4. Hot plate or electric skillet (for splint construction)
5. Positioning equipment
6. Feeder seat
7. Bolsters
8. Wedges
9. Computers and printers
10. Laptop computers
11. Adapted student chairs
12. Video camera
13. Mats
14. Hammock
15. Balance platform/board
16. Large barrels
17. Mirror
18. Prone board
19. Incline board
20. Inner tubes
21. Vestibular board
22. Cutout table
23. Cassette recorder/player

SPECIAL NOTES:

1. Convenient access to a quiet area for evaluating students.
2. 50-75 lineal feet of shelving is needed in therapist's office.
3. Secure storage closets are needed in classrooms, where occupational therapy is offered in regular instructional settings, and in designated therapy rooms.

PHYSICAL THERAPY

PROGRAM DESCRIPTION:

Grade Levels: Ages 3-21

Purpose: To provide physical therapy services that will enable the student to benefit from special education in the least restrictive environment.

Suggested Methods of Instruction: Individualized, to meet the unique needs of the student. May be provided within the general classroom, a special classroom, or in other appropriate educational settings. Services may include consultation, direct service, modification of the environment (bathrooms, ramps, stairs, etc.), assistance with technology, and/or adaptation of equipment.

Typical Activities: Individual activities or programs that focus on individual needs to help the student to function independently and safely in the school setting. Activities may include functional mobility training, gross and fine motor skill development, muscle strengthening, flexibility and endurance training, promotion of good posture and balance, development of control of movement and coordination, development of independence in daily living skills, and learning the use of assistive technology.

Maximum Recommended Class Size: Services are provided on a one-to-one basis. Case loads may range from 20 to 45.

SPACE REQUIREMENTS:

Relationships: Special-purpose (resource) classrooms should be centrally located within the host facility and may be shared with other service programs, such as occupational therapy.

Square Footages: Special-purpose room: 300 (minimum)
Office: Sufficient to accommodate staff and storage of specialized equipment

FURNISHINGS AND EQUIPMENT: Vary according to the needs of individual students and the corresponding intervention programs. Equipment might include such items as supportive chairs and specialized desks, positioning equipment (wedges, rolls, floor sitters, etc.), standers, mats, toilet chairs, and wheelchairs. Equipment for special-purpose rooms might include evaluative equipment, mat tables, mirrors, adapted chairs, therapy benches, wheelchairs, computers, tables with wheelchair cut-outs, or toys or other age-appropriate materials for use in therapy.

SPECIAL NOTES:

1. Office, meeting, and planning space should be provided all staff, and should include work surfaces, networked computer with printer, telephone, lockable storage cabinets for special equipment and professional and personal materials, shelving, and conference table.
2. Large, secure storage areas are needed for specialized equipment.
3. Access to quiet space for testing, counseling, and conferencing should be available.
4. Additional space may be required within the general classroom to accommodate adaptive equipment, communication devices, wheelchairs, standers, or other assistive technology.
5. Separate (resource) space, where needed, should be of adequate size to provide safety and comfort for floor activities and should accommodate required equipment and assistive technology. This space may be shared with other related services professionals, such as occupational therapists.
6. Avoid sharp corners on walls and cabinetwork.

SCHOOL PSYCHOLOGICAL SERVICES

PROGRAM DESCRIPTION:

Grade Levels: Pre-K - 12

Purpose: To facilitate learning and promote the cognitive, social, and personal development of the student and to assist parents, teachers, and other professionals in improving the student's performance and educational success. NOTE: The school psychological services program should not be confused with the guidance and counseling program.

Suggested Methods of Service Delivery: Individual and small-group counseling sessions and classroom instructional sessions, based upon the individualized education program for the student; consultation with parents, teachers, and other professionals; assistance in the development of specialized, targeted programs and services.

Typical Activities: Individual student assessment; counseling services to individuals and small groups; in-service training for teachers; educational programs for parents; observations and interviews with students, parents, teachers, and others.

Maximum Class Size: Groups of from 1 - 12

SPACE REQUIREMENTS:

Relationships: Private offices and testing rooms should be in proximity to the administration area and other support services areas (e.g. counseling, social work, health). Entrances should ensure the privacy and confidentiality of students, parents, teachers, and others.

Square Footages:

1. Office: 150 minimum
2. Testing Room: 200 minimum
3. Conference Room (May be shared): 200 minimum

FURNISHINGS AND EQUIPMENT:

1. Office:
   - A. Executive style desk and chair
   - B. Work table with four comfortable, adult-size chairs
   - C. Locking file cabinets

D. Computer and printer (LAN; WAN)
E. Locking storage for records and testing materials
F. Telephone and two-way intercom to administration and security areas

2. Testing room:
   A. Adult and child-size work tables with chairs
   B. Dry marker and tack boards

3. Conference room:
   A. Adult-size conference table, with chairs for at least 12
   B. Dry marker and tack boards

SPECIAL NOTES:

1. A private office should be provided.
2. Access should be provided to readily available space for testing, counseling, and conferencing.
3. Spaces should be handicapped-accessible, quiet, free from visual or auditory distractions, sufficiently private to protect the confidentially of individuals served, and lockable.
4. Locked storage space for tests and other professional materials should be provided.
5. Phone with private line and voice mail should be provided.
6. Carpeting is desirable for acoustic control.
7. Vision panels with blinds should be provided for all rooms where one-on-one services are provided.
8. Convenient access to toilets and water fountains should be provided.

SERVICES NOT FACILITY-SPECIFIC

Related services for certain populations are not facility-specific, in terms of peculiar facilities requirements, and may take place in a number of settings determined by circumstances on a case-by-case basis. Such programs include but are not necessarily limited to:

1. Orthopedically Impaired
2. Other Health Impaired
3. Traumatic Brain Injured

APPENDIX

CLASSIFICATIONS OF EXCEPTIONALITY

Autistic: Autism is a developmental disorder which is characterized by significant and pervasive impairment in several areas of development: reciprocal social interaction skills, communication skills, and the presence of restricted and/or repetitive behavior, interests, and activities. Alone, or co-existing with other disorders such as mental retardation, learning disabilities, Attention Deficit Disorder, Down Syndrome, or Tourette's Disorder, autism significantly affects educational programming, planning, and performance.

Behaviorally-Emotionally Disabled: Students who, after receiving specially designed educational support services and intervention strategies in the regular educational setting, still exhibit patterns of situationally interpersonal or intra-personal behavior of such frequency, duration, and intensity as to disrupt the student's own learning process and which cannot be attributed primarily to physical, sensory, or intellectual deficits.

Deaf-Blind: Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind students.

Hearing Impaired: Hearing losses which are disabling educationally and developmentally and which, with or without amplification, may require various instructional modifications and related services to fully utilize learning opportunities. Students with hearing loss may be deaf or hard of hearing.

Mentally Disabled: Significant sub-average general cognitive functioning and a reduced rate of learning, existing concurrently with deficits in adaptive behavior, is manifested during the developmental period and adversely affects educational performance.

Multihandicapped: Passive, primary disability that is cognitive and/or behavioral, in combination with one or more other disabilities (such as mentally handicapped/ behaviorally-emotionally handicapped, mentally handicapped/blind, etc.), the combination of which causes developmental and educational problems that cannot be accommodated in special programs that primarily serve one area of disability.

Orthopedically Impaired: Severe orthopedic impairment adversely affecting educational performance, including impairments caused by congenital abnormalities and from other causes, which adversely affects physical and motor development and which interferes with the acquisition of skills.

Other Health Impaired: Chronic or acute health problems, to include heart conditions, chronic lung disease, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, genetic impairments, or some other illness, which cause limited strength, vitality, or alertness to an extent that special educational services are necessary.

Specific Learning Disabled: Substantial discrepancy between ability and achievement after instructional intervention in the regular educational setting, which is manifested by substantial difficulties in the acquisition and use of skills in listening comprehension, oral expression, written expression, basic reading, reading comprehension, mathematics calculation, and mathematics reasoning. May occur concomitantly with, but is not the primary result of, other disabilities and/or environmental, cultural, and/or economic influences.

Speech-Language Impaired: Disorder in articulation, language, voice, and/or fluency which may range in severity from mild to severe, which may be developmental or acquired, and which may be demonstrated in one or in any combination of the aforementioned parameters. A speech-language impairment may result in a primary disability or may be secondary to other disabilities.

Traumatic Brain Injured: Acquired open or closed head injury caused by an external physical force that impairs a student's cognitive, communicative, perceptual, behavioral, social-emotional, and/or physical abilities to the extent that the student needs special education. Congenital, degenerative, or brain injuries induced by birth trauma are not included in this definition.

Visually Impaired:

Functionally Blind: Students have so little remaining vision that they use Braille as their reading medium.

Partially-seeing: Students have a loss of vision but are able to use regular or large type as their reading medium.

Legally blind: Students have a visual acuity of 20/200 or less in the better eye or a peripheral field so contracted that the widest diameter subtends an arc no greater than 20 degrees.

ADAPTED SERVICES

Adapted Physical Education: A diversified program of activities specifically designed for an individual who meets eligibility criteria for special education and/or related services and is not able to participate safely and/or successfully in the regular physical education program.

Assistive Technology: Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.

ACCESSIBILITY GUIDELINES

The following guidelines, which are adapted from the publication *Facilities Planning Guide for Special Education Programs: Planning Accessibility for the Handicapped in Public Schools* (National Association of State Directors of Special Education, 1979), are intended as a guide for the review of facilities designs in terms of accessibility for the handicapped (1979 ANSI standards). These guidelines in no way supersede any local, state, or federal requirement relating to the provision of accessibility.

A. Accessible Route

1. Is at least one accessible route provided from:
    a. Public transportation stops?
    b. Accessible parking?
    c. Public streets or sidewalks?
2. Does at least one accessible route connect accessible buildings on the site?

B. Ground and Floor Surfaces

1. Are ground and floor surfaces stable, firm, and relatively non-slip under all weather conditions?
2. If a carpet is used, is it attached securely and with exposed edges fastened?

C. Parking and Passenger Loading Zones

1. Are there parking spaces for disabled people located near an accessible entrance?
2. Is each such parking space at least 96" wide, with an access aisle at least 60" wide?
3. Are designated parking spaces indicated by the international symbol of accessibility?
4. Do passenger loading zones provide an access aisle at least 48" wide and 20' long alongside the pull-up space for vehicles?

D. Curb Ramps

1. Are curb ramps at least 36" wide?
2. Are curb ramps free of possible obstruction by parked vehicles?

E. Ramps

1. Do ramps have a slope of no more than 1:12 (that is, one foot of rise for every 12 feet of horizontal run) and a maximum rise of 30"?
2. Do ramps have level landings at the bottom and top of each run?
3. Are there handrails on both sides, either continuous or extending at least 12' beyond the top and bottom?
4. If the building is used mostly by children, is there a lower set of handrails to assist them?
5. Do ramps have edge protection to prevent people from slipping off?
6. Are outdoor ramps designed so that water will not accumulate on walking surfaces?

F. Stairs

1. Do all steps have uniform riser heights and tread widths?
2. Are stair treads more than 11" wide?
3. Do stairways have handrails at both sides, continuous or extending at least 12" beyond the top riser and at least 12" plus the width of one tread beyond the bottom riser?
4. Are gripping surfaces of handrails unobstructed?

G. Elevators

1. If there is an elevator, is it automatic and self-leveling?
2. Are call buttons 42" above the floor?
3. Do call buttons have visual signals?
4. Do elevator doors open and close automatically, and reopen if there is an obstruction?
5. Do the elevator cars provide space for wheelchair users to enter, reach the controls, and exit?

H. Doors

1. Do doorways have a minimum clear opening of 32"?
2. Are thresholds at doorways less than a half-inch high (3/4" for exterior sliding doors)?
3. Are raised thresholds and floor levels beveled, with a slope no greater than 1:2?
4. Are door handles, latches, pulls, and locks easy to grasp with one hand?
5. Do kick plates on doors with closers cover the door up to 16" from the bottom edge?
6. If a door has a closer, is it adjusted to have a suitable delayed action?

I. Entrances

1. Is at least one principal entrance part of an accessible route?
2. Is the accessible entrance connected by an accessible route to all accessible spaces in the building or facility?

J. Drinking Fountains

1. If drinking fountains are provided, is at least one on an accessible route?
2. Is the spout 36" or less from the floor, in front of the unit, and providing a flow of water at least four inches high?
3. Do wall- and post-mounted units have a clear knee space and minimum clear floor space to allow approaches by a wheelchair user?

K. Water Closets

1. Are water closets 15" (K-6) to 19" (7-12) high?
2. Are flush controls hand operated?

L. Toilet Stalls

1. Are accessible toilet stalls on an accessible route?
2. Do toilet stalls meet standards of minimum depth requirements for wall-mounted water closets (56" to 66") or for floor-mounted water closets (59" to 69")?
3. Are grab bars provided?
4. Are privacy screens anchored floor and ceiling?

M. Urinals

1. Are urinals a maximum of 14" (K-6) and 17" (7-12) above the floor?
2. Is there a clear floor space 30 x 48 inches in front of the urinals to allow forward approach?
3. Are flush controls hand operated and mounted no more than 44" above the floor?
4. Are privacy screens anchored floor and ceiling?

N. Lavatories and Mirrors

1. Are lavatories mounted with a clearance of at least 29" from floor to bottom of apron?
2. Is there a clear floor space 30 x 48 inches in front of a lavatory and extending a maximum of 19" underneath?
3. Are hot water and drain pipes under lavatories insulated or otherwise covered, with no sharp or abrasive surfaces under lavatories?
4. Are acceptable mechanisms used for faucets (i.e. lever, push-type, electronic)?
5. If a self-closing valve is used, does the faucet remain open for at least 10 seconds?
6. Are mirrors mounted with the bottom edge no more than 40" from the floor?
7. If used by both ambulatory people and wheelchair users, are mirrors at least 74" high at topmost edge?

O. Alarms

1. If emergency warning systems are provided, do they include audible and visual alarms?
2. Do audible alarms meet decibel standards?
3. Do illuminated emergency exit signs flash in conjunction with audible emergency alarms?
4. Are there tactile textures on walking surfaces that contrast with textures of surrounding surfaces?
5. Are there tactile warnings on doors to hazardous areas?
6. Do all stairs have tactile warnings at the top of stair runs?
7. If there is a hazardous vehicular area, does a continuous 36"-wide tactile warning texture indicate the boundary between pedestrian and vehicular areas.
8. Are all textured surfaces for tactile warnings standard within the building, facility, site, or complex of buildings?

P. Signage

1. Do all signs with emergency or circulation information comply with standards for proportion of characters and raised or indented characters?
2. Do characters and symbols contrast in color with their background (preferably light characters on a dark background)?
3. Is the international symbol of accessibility used to identify accessible facilities?

Q. Telephones

1. Do public telephones provide a clear space at least 30 x 48 inches, with bases, enclosures and fixed seats not impeding approach by wheelchair users?
2. If a telephone is mounted diagonally in a corner, is the highest operable part no higher than 54" above the floor?
3. If a telephone is in an enclosure, does the entrance have a clear opening at least 30" wide?
4. Is the cord from telephone to handset at least 29" long?

R. Seating, Tables, and Work Surfaces

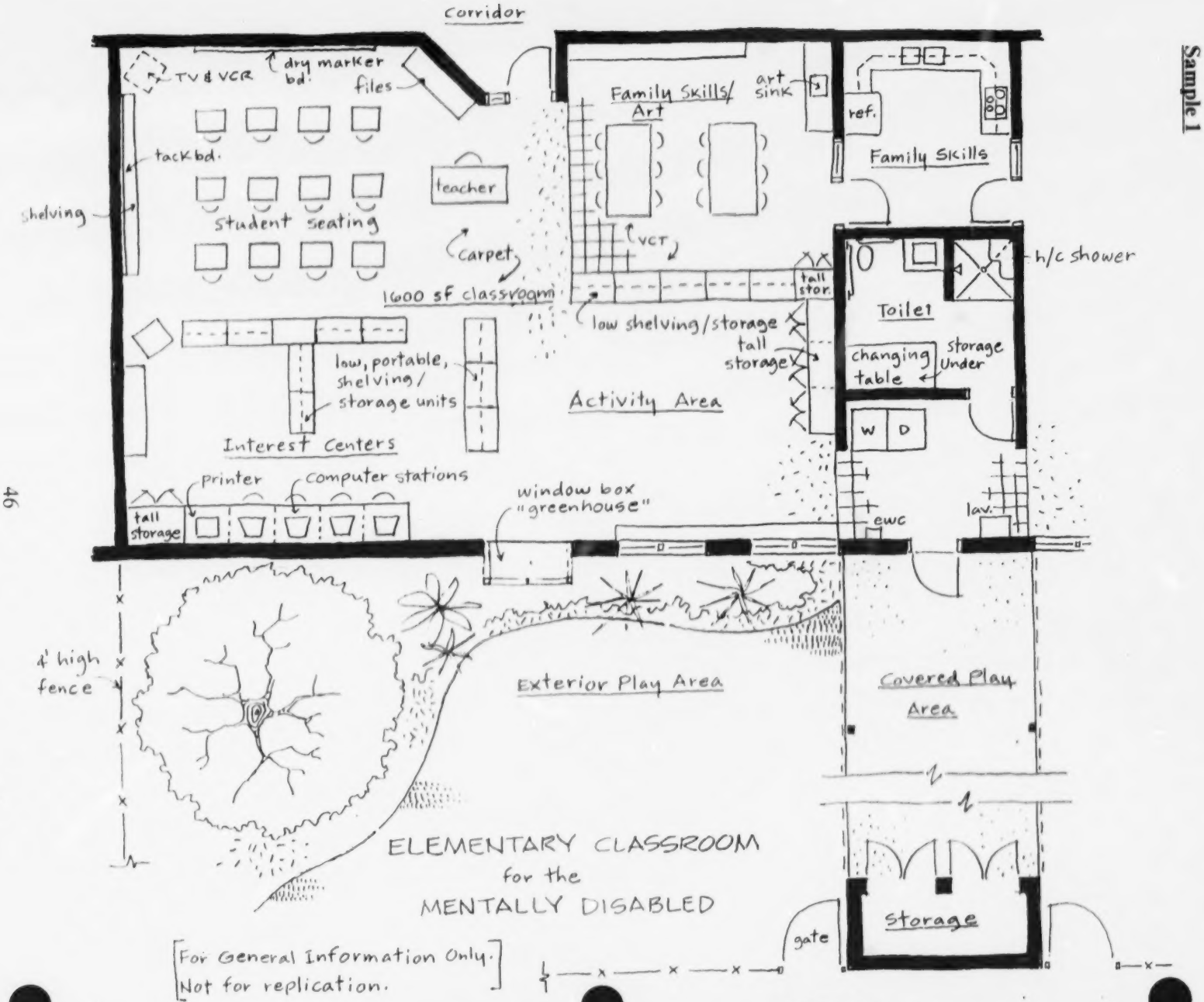
1. Is there at least one fixed or built-in seating, table, or work surface provided in accessible spaces?
2. If seating spaces for people in wheelchairs are provided at tables, counters, or work surfaces, is there a clear floor space that does not overlap knee space more than 19 inches?

S. Play Areas

Guideline information can be accessed at www.access-board.gov.

SAMPLE PLANS

The following sample plans for self-contained exceptional children facilities supplement and clarify the preceding program descriptions and are not intended for direct replication within facility designs.

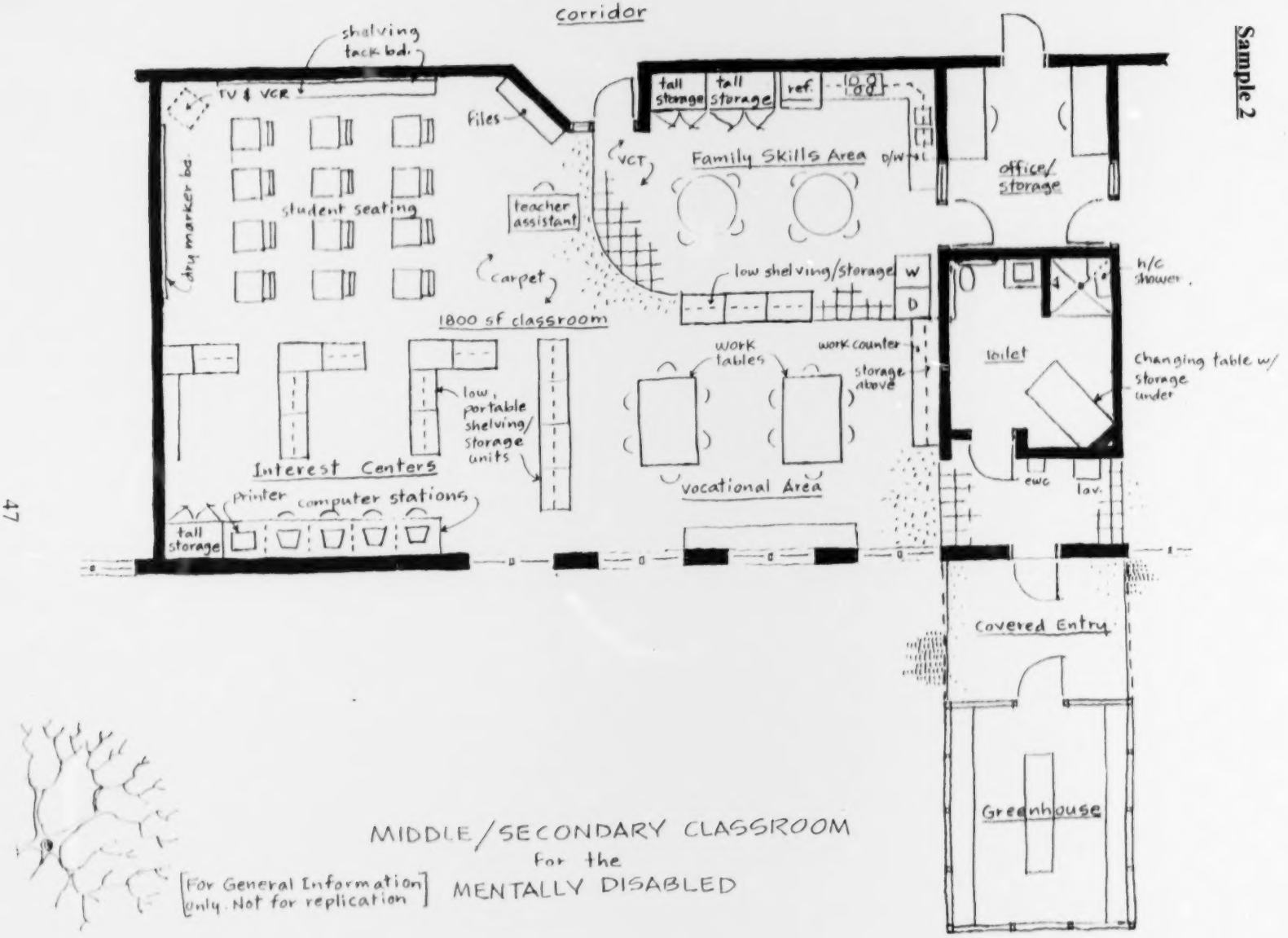


ELEMENTARY CLASSROOM
for the
MENTALLY DISABLED

[For General Information Only.
Not for replication.]

Sample 1

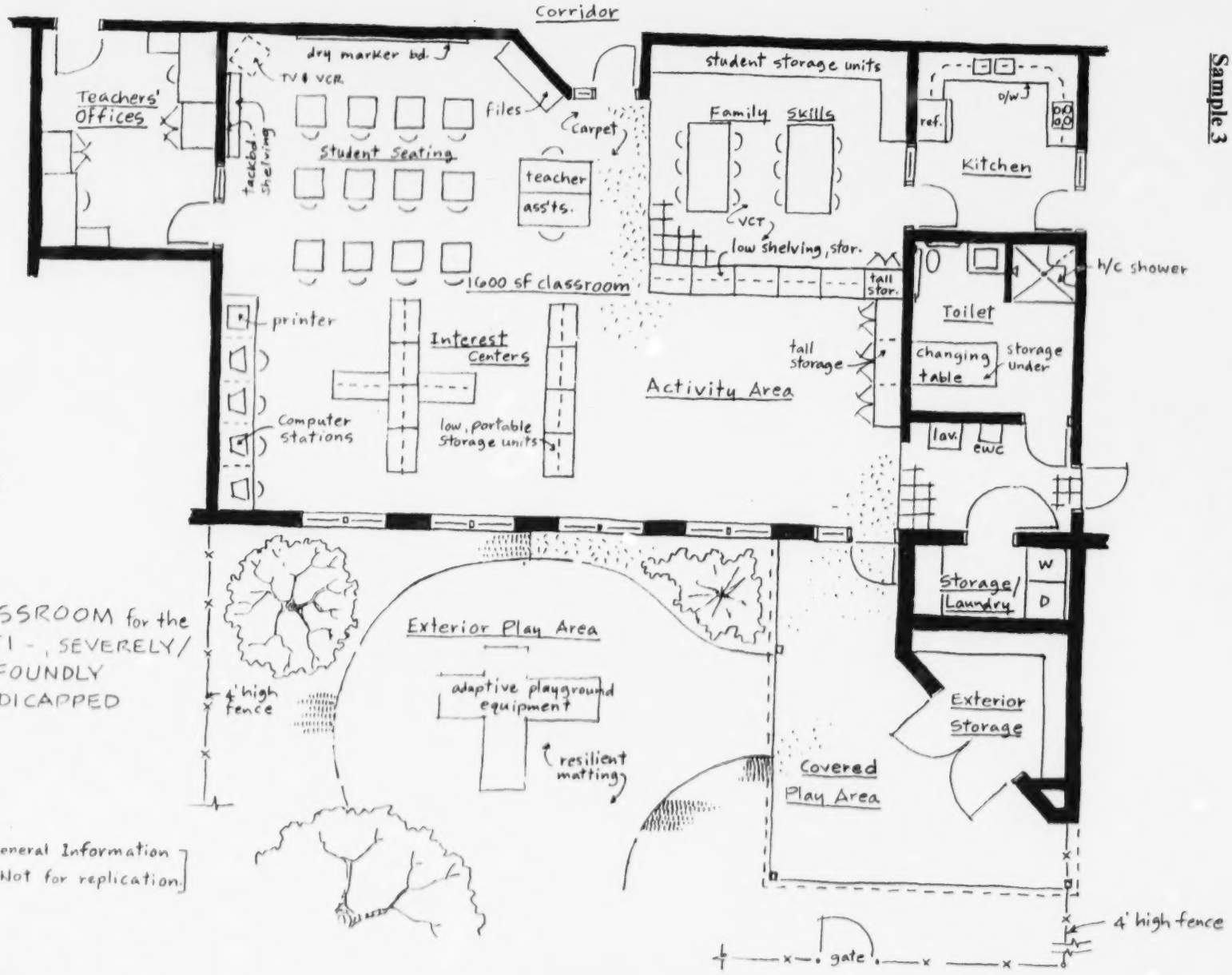
BEST COPY AVAILABLE



MIDDLE/SECONDARY CLASSROOM
For the
MENTALLY DISABLED

[For General Information Only. Not for replication]

BEST COPY AVAILABLE



CLASSROOM for the MULTI -, SEVERELY/ PROFOUNDLY HANDICAPPED

48

43

50

[For General Information Only. Not for replication.]

SECLUSION OR ISOLATION TIME-OUT

If a separate seclusion or isolation time-out area is to be a part of the facility, the space(s) should be designed to ensure the safety, health, and well-being of the student, to which end the following are recommended:

1. The time-out space should be located in such proximity to the teaching space in which the student is normally housed as will facilitate direct observation by a supervising adult.

2. Door(s) to enclosed time-out spaces should swing outward into the major adjoining spaces.

3. Hardware that can trap a student in a time-out space should not be used.

4. Hardware that can be operated by a supervising adult to secure a door to a time-out space should fall free by gravity upon release by the supervising adult.

5. Pressure on a door should not cause the hardware to bind, rendering the door unopenable.

6. Time-out spaces should meet all state and local codes for health and life safety.

7. Visual and auditory monitoring are required. Glass in any window should be impact resistant and shatterproof and should comply with ANSI Z97.1.

8. An enclosed time-out space should be a minimum of 6'-0" x 6'-0", with a minimum ceiling height of 8'-0".

9. Floors, wall coverings, and contents of the room should have Class A interior finishes and should not produce toxic fumes if burned.

10. Walls should be completely free of objects. A lighting fixture equipped with a minimum of a 75-watt bulb and screened to prevent tampering should be mounted in the ceiling.

11. Room temperatures and ventilation for time-out spaces should be comparable to and compatible with the remainder of the facility.

12. Heavily cushioned carpeting should be used on floors.

USEFUL RESOURCES

Abend, Bednar, Froehlinger, and Stenzler, *Facilities for Special Education Services: A Guide for Planning New and Renovated Schools* (1979), The Council for Exceptional Children, Reston, VA.

"Assistive Technology in North Carolina" (1994), Videotape, Exceptional Children Division, North Carolina Department of Public Instruction, Raleigh, NC.

Brooks, Kenneth, *Facilities Planning Guide for Special Education Programs: Planning Accessibility for the Handicapped in Public Schools* (1979), National Association of State Directors of Special Education, Washington, DC.

Compliance with the Americans with Disabilities Act: A Self-Evaluation Guide for Public Elementary and Secondary Schools, U.S. Department of Education: Office for Civil Rights, Washington, DC.

Delivering Effective Instruction to Students with Deaf-Blindness and/or Other Severe Disabilities (1995), Exceptional Children Division, North Carolina Department of Public Instruction, Raleigh, NC.

Flynn, Richard, *Facility Planning for Physical Education, Recreation, and Athletics* (1993), American Alliance for Health, Physical Education, Recreation, and Dance, Reston, VA.

North Carolina Public Schools Facilities Guidelines (1998), School Planning Section, North Carolina Department of Public Instruction, Raleigh, NC.

School System Coordinators of Exceptional Children Programs.

State School Planning Consulting Staff, North Carolina Department of Public Instruction, (919)715-1990.

The School Site Planner: Land for Learning (1998), School Planning Section, North Carolina Department of Public Instruction, Raleigh, NC.